

Preparation and Credentialing for Teachers: General Education and Special Education

Summary of the Models

Description		Consider Impacts On			
		P-12 Students	Prospective Teachers	Programs	Employers
Current	<ul style="list-style-type: none"> Both General Education and Special Education are initial credentials. The current standards do not require General Education teachers to be sufficiently prepared to teach students with disabilities. The current standards do not require prospective Special Education teachers to complete in-depth coursework/fieldwork on curriculum, unit planning or using whole class assessment to drive instruction. Special Education has seven specialty content areas based on federal disability eligibility categories. 				
#1	<ul style="list-style-type: none"> Special Education is an advanced credential or may be earned concurrently with the General Education credential. Special Education credential is not based on federal disability categories. 2 specialized authorizations (DHH and VI) that may be added to a General Education or Special Education teaching credential 				
#2a	<ul style="list-style-type: none"> Both General Education and Special Education are initial credentials. 	<ul style="list-style-type: none"> Two Special Education credentials that are NOT based on federal disability categories 			
#2b	<ul style="list-style-type: none"> Robust common trunk for preparation--All teachers have preparation for unit planning and assessment knowledge 				
#3	<ul style="list-style-type: none"> All elementary teachers are prepared to teach students with and without disabilities and may teach students with disabilities in secondary schools. No federal disability categories in the credential structure other than VI and DHH There is no special education credential other than the VI, DHH, and ECSE. 				

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Current Credential Structure

Level of Preparation	Common Preparation	Specialized Preparation	Credential/ Authorization
Initial	<ul style="list-style-type: none"> Basic Skills Content Knowledge Teaching English Learners 	<ul style="list-style-type: none"> Unit planning Assessment Teaching Reading/Pass RICA Self-contained pedagogy Pass a TPA 	Multiple Subject - Elementary; Self-contained K-12 classrooms
Initial	<ul style="list-style-type: none"> Teaching Students with Special Needs (limited for GE teachers) Classroom Management Healthy Environments 	<ul style="list-style-type: none"> Unit planning Assessment Departmentalized Pedagogy for specific content area Pass a TPA 	Single Subject- Secondary; Departmentalized K-12 classrooms
Initial		<ul style="list-style-type: none"> Teaching Reading/Pass RICA Accommodations and modifications Specialized knowledge for the specific specialty content area 	Education Specialist Special Education-K-12 7 Specialty Content Areas MM, MS, ECSE, VI, DHH, PHI, LAD

Education Specialist (Ed Sp) Specialty Content Areas <i>Students with Identified Needs (age/grade of students)</i>		Federal Disability Categories Authorized	
		Prior Ed Sp (1997-2009)	Current Ed Sp (2009-current)
MM	Mild to Moderate Disabilities (K-age 22)	SLD, ED	ASD, SLD, ED
MS	Moderate to Severe Disabilities (K-age 22)	ASD, DB, ED, MD, MR	ASD, DB, ED, MD, MR
ECSE	Early Childhood Special Education (B-age 5)	ASD, SLD, MD, MR	ASD, SLD, MD, MR
VI	Visual Impairments (B-age 22)	DB, VI	ASD, DB, VI
DHH	Deaf and Hard of Hearing (B-age 22)	DB, DHH	ASD, DB, DHH
PHI	Physical and Health Impairments (B-age 22)	OI, OHI, TBI	ASD, OI, OHI, TBI
LAD	Language and Academic Development (B-age 22)	NA	all*

*for students identified with academic communication and language needs

Added Authorizations		May be Added to Credential
APE	Adapted Physical Education	All Ed Sp credential, Multiple Subject & SS-PE
ASD	Autism Spectrum Disorder	MM, DHH, PHI, VI (all pre 2009)
DB	Deaf-Blind	MM, PHI
ED	Emotional Disturbance	DHH, PHI, VI
ECSE	Early Childhood Special Education- Adds B-age 5 to MM, MS, LH and SH authorizations	MM, MS
OI	Orthopedic Impairment	MM, MS, DHH, VI, ECSE
OHI	Other Health Impairment	MS, DHH, VI
RSP	Adds resource to LH or SH authorizations	Prior Special Education credentials: SH & LH
TBI	Traumatic Brain Injury	MM, MS, DHH, VI

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Possible Preparation and Credential Structure # 1

Level of Preparation	Focus of Preparation	Content of Preparation	Authorization/Credential
Initial Teaching Credential	Multiple Subject	Initial preparation for all prospective teachers. All candidates complete current Gen Ed preparation with an enhanced focus on UDL*, MTSS*, PBIS*, and IEPs* across content areas, an increased focus on the importance of connecting with community and family, and collaboration across all educators.	Multiple Subject—Self-contained teaching in all content areas
	Single Subject		Single Subject—Departmentalized teaching in specified content area
Advanced Teaching Credential	Special Education— <i>Mild/Moderate Learning needs, Moderate/Severe Learning needs and Early Childhood Special Education</i>	Advanced Special Education content and field work across service delivery approaches with emphasis on less restrictive environments. Content beyond what is completed for Gen Ed credential including enhanced focus on guiding and working with other educators (Gen Ed teachers and other school personnel). Possible common trunk preparation for Mild/Moderate and Moderate/Severe disabilities with additional preparation in areas/types/ levels of need.	Special Education—Teaching all students (age 0-22) with –not based on federal disability categories <i>(Can only be added to a Gen Ed or earned concurrent to a Gen Ed credential)</i>

*UDL = Universal Design for Learning

*MTSS = Multi-Tiered Systems of Support

*PBIS = Positive Behavioral Interventions and Supports

*IEPs = Individual Education Plans

The current low incidence disability credentials—held by teachers of students who are deaf or hard of hearing, or have visual impairments, would be maintained but the Task Force sees that these two areas could be optional advanced authorizations for teachers holding general or special education teaching credentials.

Low Incidence Special Education Credentialing

Level of Preparation	Focus of Preparation	Content of Prep	Authorizes
<i>Additional Authorization that may be added to a Gen Ed Credential</i>	DHH Disabilities	Only the specialty content area standards would be addressed in the additional authorization preparation	Teaching students who are Deaf or Hard of Hearing
	VI Disabilities	The teacher would hold a Gen Ed credential and have completed the more intense preparation identified in the first row of the table above	Teaching students with Visual Impairments

Possible Preparation and Credential Structure # 2a

P-12 Student's Instructional Focus	Preparation		Initial Credential/ Authorization	
	Initial Common Trunk	Advanced Branches		
General Education <ul style="list-style-type: none"> Adopted curriculum Accommodations to general education curriculum to meet the needs of most learners 	<ul style="list-style-type: none"> Basic Skills and Content assessment Unit Planning Assessment Teaching English learners New enhanced teacher preparation focusing on revised TPEs, MTSS, UDL, academic content, basic pedagogy, reading Knowledge and application of IEP process Collaboration with all educators and other stakeholders Family and community factors Pass a TPA 	<ul style="list-style-type: none"> Elementary: Advanced Reading/RICA; 5-12 yr. development; elementary pedagogy 	General Education	Elementary-Multiple Subject
		<ul style="list-style-type: none"> Secondary:12-18 yr. development; specific content area pedagogy 		Secondary-Single Subject
Special Education: 95-98% of students identified with special needs <ul style="list-style-type: none"> Adopted curriculum Accommodations and modifications to general education curriculum— 		<ul style="list-style-type: none"> Advanced assessment and instructional skills Advanced collaboration and leadership with educators Advanced Reading/RICA Resources available and related services Early Childhood 	Special Education-Ages 0-22 plus interventions with general education students	
Students with most profound needs: 2-5% of students identified with special needs. Specialized instruction aligned with CAA		Candidates would complete a preparation program that is designed to support the teacher providing CAA (California Alternate Assessment) focused instruction.	Special Education-Ages 0-22: Instruction for Students with the most severe or profound needs, plus interventions with general education students	

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Possible Preparation and Credential Structure #2b

General Preparation	Specialized Preparation	Field Experience	Initial Credential/ Authorization
<ul style="list-style-type: none"> • Student Engagement • Making Content Accessible • Universal Design for Learning • Language Acquisition and Development • Healthy Learning Environments • Integrating Educational Technology • Planning Instruction • Developmentally Appropriate Teaching Practices • Assessment • Developing as a Professional Educator • Professional, Legal and Ethical Practices <hr/> <ul style="list-style-type: none"> • Assessment, Curriculum Design, and Interventions in Academic and Social Domains • Effective Communication and Collaborative Partnerships • Transition and Transitional Planning • Participating in ISFP/IEPs and Post-Secondary Transition Planning • Behavioral, Social, and Environmental Supports for Learning • Case Management • Consultation and Coordination with Families and Other Service Providers 	<ul style="list-style-type: none"> • Teaching reading, English-language arts, math, history-social science, science, physical education, health, and the arts in self-contained classroom • Teaching Reading/RICA 	Elementary classrooms, including students with special needs and early readers	Multiple Subjects Students in Self-Contained Settings, K-12
	<ul style="list-style-type: none"> • Causes, Characteristics, Instruction and Intervention for Students with Communication and Behavioral Needs • Language Development • Assessment and Evaluation of Language Skills • Literacy Instruction • Assessment, Program Planning and Instruction • Social/Pragmatic Communication Skills • Behavior Based Teaching Strategies 	Students with Communication/ Behavioral Needs	Special Education: Students with Communication and/or Behavioral Needs Including Resource
	<ul style="list-style-type: none"> • Causes, Characteristics, Instruction and Intervention for Students with Cognitive and Physical Needs • Developing Social Interaction Skills and Facilitating Social Context • Assessment, Program Planning and Instruction • Movement, Mobility, Sensory and Specialized Health Care • Augmentative and Alternative Communication 	Students with Cognitive/ Physical Needs	Special Education: Students with Cognitive and/or Physical Needs Including Resource
	<ul style="list-style-type: none"> • Causes, Characteristics, Instruction and Intervention for Students with Hearing Impairments • Candidate Communication Skills • Assessment and Evaluation of Language Skills • Assessment, Program Planning and Instruction • Early Childhood Intervention and Education • Hearing Loss and Additional Disabilities 	Students with Hearing Needs	Special Education: Students who are Deaf or Hard-of-Hearing (DHH) Including Resource
	<ul style="list-style-type: none"> • Causes, Characteristics, Instruction and Intervention for Students with Visual Impairments (VI) • Braille Competency and Braille Literacy Instruction • Specialized Assessment and Techniques • Orientation and Mobility • Early Childhood Intervention and Education • Early Childhood Intervention and Education 	Students with Visual Impairments	Special Education: Students with Visual Impairments (VI) Including Resource
	<ul style="list-style-type: none"> • Causes, Characteristics, Instruction and Intervention for Infants, Toddlers and Preschoolers with IFSP and IEPs • Low Incidence Disabilities in Early Childhood Special Education Programs • Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten • Role of the Family in Early Childhood Special Education • Effective Communication and Collaborative Partnerships • Transition and Transitional Planning • Case Management 	Observation/ Participation of Typical and Atypical Infants, Toddlers and Preschoolers Early Childhood Special Education Classes	Special Education: Early Childhood
	<ul style="list-style-type: none"> • Teaching the Specified Content Area in a Departmentalized Setting, including collaborative models of instruction 	Secondary Field Experience in Specified Content Area including students with IEPs	Single Subject Students in Departmentalized Settings, K-12

Possible Preparation and Credential Structure # 3

General Preparation	Specialized Preparation	Initial Credential/ Authorization	Optional Advanced Authorizations
<ul style="list-style-type: none"> • Basic Skills and Content assessment • Unit Planning • Assessment • Teaching English Learners • New enhanced teacher preparation focusing on revised TPEs, MTSS, UDL, academic content, basic pedagogy, reading • Knowledge of IEP process • Collaboration with all educators • Family and community factors • Pass a TPA 	<ul style="list-style-type: none"> • Teaching Reading • Knowledge and Development ages 5-12 • Self-contained methodology 	Multiple Subject (self-contained K-12) and Mild/Moderate or Moderate/Severe	Resource and Case Management
	<ul style="list-style-type: none"> • Knowledge and Development ages 12-18 • Subject Specific Pedagogy for the specific content area 	SS: Math	SS teachers can earn a Special Education authorization if they complete the requirements Holders of RSP/Case Management credential would provide guidance and support in the secondary schools
		SS: English	
		SS: Science	
		SS: History/Social Studies	
		SS: WL (or LOTE)	
		SS: Art	
		SS: Music	
		SS: PE	
		SS: WL-ELD	
		SS: Agriculture	
		SS: Business	
		SS: Health	
		SS: Home Economics	
		SS: Industrial and Technology Education	
	<ul style="list-style-type: none"> • Knowledge and Development ages 0-5 • Knowledge of IFSP process 	ECSE	Resource and Case Management
	<ul style="list-style-type: none"> • ASL • Assistive technology • Language and Cognitive Development strategies • EC intervention and education 	DHH—Ages 0-22	Resource and Case Management
	<ul style="list-style-type: none"> • Braille • Orientation and Mobility • EC intervention and education 	VI—Ages 0-22	Resource and Case Management